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SCHOOL LIFE

Volume XII
Number 8

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1927



THIS CLASS IN DULUTH DEFINED DESIRABLE HABITS AND PUT THEM INTO PRACTICE

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Secretary of the Interior, HUBERT WORK - - - - Commissioner of Education, JOHN JAMES TIGERT

VOL. XII

WASHINGTON, D. C., APRIL, 1927

No. 8

Rural Education in Victoria is Maintained at State Expense

Teachers are Fully Qualified and Must Remain Two Years. School Year from 210 to 220 Days. Standard of Instruction Same as in City Schools. Half-time Schools in Districts with Fewer than 10 Children. Itinerant Teachers for Isolated Families. Under Certain Conditions Parents are Paid for Transporting Children to School. Correspondence Instruction Successfully Conducted

By the DEPARTMENT OF EDUCATION, VICTORIA

VICTORIA has 29.6 per cent of the total population of Australia and only 2.96 per cent of the total area. The education of children in sparsely settled areas does not, therefore, present the same difficulty as in other Australian States. It is possible to cater to the educational needs of most country districts by means of full-time rural schools.

Where an average attendance of about 20 pupils can be assured, the department builds a school and supplies a fully qualified teacher.

Information concerning the instruction furnished to children in the sparsely settled areas of Australia was requested in a letter recently addressed by the Assistant Secretary of the Interior, at the instance of the Commissioner of Education, to the Secretary of State. In response the Secretary of State issued an instruction to the American consul general at Melbourne which resulted in a valuable series of reports. These have just been transmitted to the Commissioner of Education through official channels.

The reports were compiled and edited under the direction of Arthur Garrels, consul general, by Thomas H. Robinson, consul.

Control of education in Australia is essentially a State matter, as in the United States. The reports were based upon statements supplied by the departments of education of the several States. Conditions in Victoria, New South Wales, Tasmania, South Australia, and Western Australia have thus been described, and a report on Queensland is expected.

Victoria, of which the report is presented herewith, is comparable with Nebraska in area and population. With about 18 inhabitants per square mile it is more thickly settled than either of the other Australian States. At the other extreme with respect to density of population is Western Australia, which has an area greater than that of all the Rocky Mountain States between Canada and Mexico, but fewer inhabitants than Utah. It has an average of one inhabitant to about 3 square miles. The educational practices and results in Western Australia will be reported in the next number of SCHOOL LIFE.

If the probable attendance is estimated at from 12 to 20 pupils, the residents are asked to provide a building, usually the local hall. The department pays rent for this and supplies a qualified teacher.

Out of a total number of 2,640 elementary schools in Victoria, three-quarters of that number (approximately 1,980) are schools with an average attendance of under 35, and 1,008 schools have an average attendance of 20 children, or fewer; these numbers show the extent to which full-time schools are used in Victoria.

The teachers appointed to rural schools are fully qualified; having completed a course of training in one of the teachers' colleges, the young teacher is appointed to a country school, and a minimum of two years must be spent at that school before the teacher is eligible for transfer. This ensures that there will be a steady stream of young, enthusiastic, qualified teachers to the outlying districts, and has been one of the main factors in the success of the rural school system in Victoria. The standard of instruction is the same as in the city schools.

Rural Schools Not Closed for Harvesting

Attendance is compulsory for all children of school age living within a 3-mile radius of the nearest school—the distance being reduced for younger children. The school year is of the same duration as that of the city schools, i. e., from 210 to 220 days a year. The rural schools are not closed to enable children to take part in harvesting or other farm operations, but a few children by special permission of the minister may, on application of their

parents, be granted an exemption from attendance in a special emergency.

For districts where the average attendance is 10 or lower, two such schools may be worked together under one teacher, who visits the schools, day or week about, according to the distance between them. A conveyance allowance is paid to the teacher. Scholarships have been won by pupils of such half-time schools in competition with pupils of full-time schools. Schools are placed under this part-time system only on the approval of the minister of education.

Three Subsidized Full-Time Schools

Some school communities preferring full-time tuition may establish a "subsidized school," in which case the department provides a subsidy of £5 per pupil (up to £50). The teacher who is engaged by the parents must be approved by the minister of education. There are three of these schools in Victoria.

Where three isolated families of about four children each will accommodate a teacher for a week in rotation an "itinerant school" is established. There are two such schools in Victoria. Individual differences are removed and work sufficient to occupy the children in each subject for two weeks is set by the teacher and completed before he returns. This system, possibly on account of the extra allowances provided, has attracted competent teachers, and work to the standard of a full-time school has, in some cases, been done.

Allowance for the conveyance of their children to school may be paid to parents

whose homes are more than 4 miles from an existing school and who, without such allowance, would be unable to send their children to school.

During last year (July, 1925, to June, 1926), £7,000 was spent in the conveyance of pupils to elementary schools, and approximately 2,000 pupils benefited.

Correspondence Instruction

For children living in remote districts and for invalids, a system of education by correspondence has recently been inaugurated. Tuition by post is given in elementary, secondary, and technical school subjects. The salaries of teachers employed are paid by the department (except in the case of technical-school tuition), and postage is paid one way.

Correspondence tuition was first begun in 1914, when two children were taught by a group of five students of the Teachers' College, Melbourne. In 1915 a boy 5 years of age was added to the "class." In 1916, the number of children enrolled grew so large that it was decided to attach the correspondence classes, under a special staff, to the Faraday Street School, Carlton. Later the classes were attached to the City Road School, South Melbourne.

Any child who lives 4 miles or more from a school may be enrolled, also invalid children from any part of the State whose ailments prevent them from taking advantage of ordinary educational facilities. No fees are charged.

During the year ended June 30, 1925, the number of pupils enrolled for elementary school work by correspondence were: Under 6 years, 35; between 6 and 14 years, 350; over 14 years, 18; total, 403.

A staff of 8 teachers is now employed, being at the rate of 1 teacher for 50 pupils. These teachers, some of whom are returned soldiers with physical disabilities, carry out all the work connected with the scheme.

Utilizes Features of Dalton Plan

The procedure followed embraces the best features of the Dalton plan of teaching. A year's work for each grade is made out in sets, each of which contains a fortnight's work from specified textbooks. To aid the pupil, notes, explanations, and illustrations are added, in which the constant aim is to anticipate points of difficulty. A time-table is set for each grade, and parents are asked to see that the broad outline is adhered to, although modifications to suit individual requirements may be made. No set is sent out for each seventh fortnight, which is devoted to revision and examination.

The textbooks used are in use throughout Victorian schools. No special textbooks have been prescribed for use in correspondence tuition.

The results of the last examination held in November, 1925, were very gratifying.

Of 15 pupils who were presented for the qualifying examination (an examination for pupils of Grade VI), 13 were successful, and of 10 who sat for the merit-certificate examination (for pupils of Grade VIII) all were successful. These candidates were given the same question papers as were set for all schools, and visited the nearest school for examination. The full worth of this achievement is realized when a comparison of the figures for the whole State is made. Of 23,000 who sat for the qualifying examination 13,700 were successful; and of 16,225 merit-certificate candidates 10,485 were successful.

Secondary Instruction Begins With Seventh Year

Secondary-school tuition.—A knowledge of the secondary-school system of Victoria is necessary in order to understand the field covered by correspondence tuition. Secondary-school work commences after the qualifying examination of Grade VI of the elementary schools. The high schools offer six years of secondary instruction leading to the "intermediate certificate" after four years, the "leaving certificate" after five years, and the "leaving certificate with honors" after six years. Thirty-three schools of this type are maintained, of which 25 are outside the "metropolitan radius," embracing the area within 20 miles of Melbourne. "High elementary schools" give four years of secondary work, at the completion of which the intermediate certificate is given. One such school is in the metropolitan radius and 47 are outside. In addition to these, 24 "central schools" giving two years of secondary instruction are maintained in the State, and 11 of them are outside the metropolitan radius.

Correspondence tuition provides education in the following groups: (a) Those whose homes are remote from any type of secondary school. (b) Those who have attended central schools or classes and who are unable to attend higher elementary schools or high schools. (c) Those who have attended higher elementary and obtained the intermediate certificate, and who desire to do the leaving-certificate course.

The secondary-school correspondence branch is attached to the Melbourne High School, and the methods followed are similar to those of the elementary-school

branch. The textbooks prescribed are the same as those in use in the secondary schools. No fees are charged.

In most cases the pupils remain at the elementary, central, or higher elementary school, and do their work under the supervision of the teachers at those schools. Apart from junior teacher and other teachers numbering 338, the following numbers are enrolled for the intermediate certificate: First year, 213; second year, 121; third year, 63; total, 397.

In addition, 52 pupils are enrolled for the leaving-certificate course.

Trade Teaching by Correspondence Is Difficult

Technical-school tuition.—In 1922, the Working Men's College (The Melbourne Technical School), a State-aided technical school, commenced a series of correspondence courses. So far as trade education is concerned the correspondence school has not been very successful. The courses which were most inquired about were bookkeeping, sign and ticket writing, engine driving, and sailmaking. Compulsory examination subjects such as those required for surveyors for the intermediate and leaving certificates, and for the Banking Institute examinations, were in fair demand. In 1925, out of 202 students enrolled, only 22 took actual trade courses. For 1925, the revenue obtained by the college for correspondence work was £1,055, and the expenditure £1,871.



Italian Government Permits Exchange of Professors

Exchange of professors between Italian universities and similar institutions abroad was authorized by a royal decree law of December 19, 1926, published in the *Gazzetta Ufficiale* of January 22, 1927. Heretofore no legal provision existed by which Italian professors might accept temporarily chairs in foreign universities without prejudice to their interests and careers, and under no circumstances were foreign professors permitted to instruct officially in Italian universities. The new decree offers a remedy to a situation which the Fascist Government considered detrimental to Italian cultural interests.—*Henry P. Fletcher, American ambassador at Rome.*

THAT CHILDREN OF RURAL DISTRICTS and of towns and cities of less wealth may not lack essential opportunity for education that will enable them to live and serve as well as those who are fortunate enough to be reared in wealthier communities, we repeat our former recommendation that a large portion of the support of schools be assumed by the larger units of county and State. That taxation for education may be more evenly and justly distributed, we recommend careful study of the principles of taxation and the progressive adoption of modern, equitable, and scientific methods of obtaining revenues for the support of schools.—*Resolution adopted by the Department of Superintendence, National Education Association.*

Culture of New and Liberal Tendencies Evolved by Mexican People

Summer School of National University Attracts Many American Teachers. Federal Government Supplements Work of States in Opening New Schools. University Enrolls 11,000 Students. Entrance Based on 11 Years of Preparation. Secondary Education Consists of Two Cycles, of 3 and 2 Years, Respectively. Practical Education is Emphasized. Financial Needs Do Not Prevent Optimism

By FRANCES M. FERNALD

Translator, Bureau of Education

ABLE instructors, interesting excursions, charming hospitality to foreigners, and reductions in railroad and steamship fares, attract each year some three or four hundred students from other countries to the summer school of the National University at Mexico City. Even in July snow may sometimes be seen and heavy coats or wraps are often comfortable. The foreign contingent for the past five years has included many young people, public-school teachers for the most part, from the United States.

The program of the summer school of 1926 was made up of courses in Spanish, Mexican history, social problems, teaching methods, Spanish and Mexican art, philosophy and education, archaeology, commercial courses, typical national songs and dances. The College of William and Mary, of Virginia, cooperated in the English courses, such as contemporary drama, English and American poetry of the 20th century, diplomatic relations between the United States and Latin America, Governments of Latin America, and the effect on Spain of the decline of the Roman Empire.

"For My Race the Spirit Will Speak"

The motto of the National University, "Por mi raza hablara el espiritu," signifies that a culture of new tendencies, liberal and spiritual in its essence, is being evolved by the Mexican people. The Ministry of Public Instruction and Fine Arts, suppressed by the constitutional assembly in 1917, and reestablished by decree of September 29, 1921, has full administrative control of the schools in the Federal District and in the two territories. Each of the 28 States has its own system, but the national Government, in its new program of education and culture, is aiding and directing in many ways. Besides the considerable number of primary, rural, normal, regional normal, and adult schools which the Federal ministry is conducting in the States, it offers to open and maintain during 1927 in each State as many schools as the State opens and maintains. The spirit of the present

reforms points to generous national appropriations, reduction of illiteracy, a system open for continuous progress to all capable pupils, the strengthening and revival of the indigenous cultures, and the general development of the Mexican people.

Oldest University on Western Hemisphere

The National University, direct successor to the old Royal and Pontifical University of Mexico, chartered by Charles V of Spain on September 21, 1551, and claimed to be the first university on the Western Hemisphere, is leading in this new educational movement. The old Royal University was closed by Emperor Maximilian—descendant of its founder—and the splendid building which had sheltered it was torn down early in the present century. The National University of to-day with 11,000 or more students is controlled by the Ministry of Public Instruction, the secretary of which is a member of the President's cabinet.

It includes a preparatory school, teachers' college, departments of philosophy and letters, medicine, law, engineering, chemistry, dentistry, fine arts, music, a summer school, and a graduate school. The medical school, one of the strongest schools in the university, has well-equipped laboratory and clinic facilities and is building a \$200,000 laboratory for the study of tropical diseases.

Eleven Years' Preparation for University

Admission to the university presupposes eleven years of school training. From the kindergarten, now accessible to the children of the poor in Mexico City, the child goes to the four-year elementary school, then through the two years of the upper elementary school. His secondary education covers a five-year period; the first three years are devoted to a general preparatory course, the last two to special fields of study. University first degrees in law and engineering, civil, chemical, and mining, may be taken in five years; the



A schoolhouse at Merida in tropical surroundings

doctor of medicine requires six. University students are expected to identify themselves at all times with the interests of the ordinary citizen in the belief that the union of the intellectual classes with the working classes is one of the surest means of obtaining happiness for a country.

A new division of the Federal Ministry of Education, that for secondary education, was created in 1925. It is charged with the technical and administrative direction of the public and private secondary schools in the Federal District and with such influence over the State secondary and preparatory schools as may be authorized by the laws and regulations. The secondary schools of Mexico City have been reorganized to make better connections with the elementary school system on the one hand, and with the university on the other. The democratic spirit is emphasized and the four secondary day schools and two evening schools of the city are attended by nearly 4,000 students.

Program of the first secondary-school cycle

Subject	Hours per week		
	First year	Second year	Third year
Mathematics.....	3	3½	3½
Physics.....		4½	
Chemistry.....			4½
Biological sciences.....		3	3
Geography.....	3	3	
General history.....			3
History of Mexico.....			3
Description of economic facts.....			1
Spanish.....	3	3	
Literature.....			2
Foreign language.....	3	3	
Drawing.....	3	3	
Modelling.....			1
A trade.....	3		
Music.....	1	1	1
Games.....	2	2	2
Total.....	21	26	24

The program of the secondary school consists of two cycles: A general course of three years, followed by a special preparatory course of two years. The special course takes 10 different forms—preparing students for professional courses in law, social sciences, medicine, engineering, architecture, dentistry, chemistry, pharmacy, metallurgy, and finance. The table shows the program of the first cycle.

Mexico is emphasizing practical education. The budget to be voted on by the Congress this session contains provision for a good technical school at La Paz, Lower California, and four other schools. The ministry is in constant receipt of urgent requests from all parts of the republic that technical schools be installed, an evidence that people are anxious to learn how to develop for themselves the



National Library of Mexico

The program of the second cycle depends entirely on the vocation for which a student desires to be prepared. If it is law, the subjects and the number of hours per week for each are: Economic geography, 3; general history, 6; history of Mexico, 3; economics, 1; accounting, 2; technicalities and neologisms, 3; literature, 3; Latin, 6; foreign languages, 6; psychology, 3; logic, 3; ethics, 3; philosophy, 1; and games and music, 6.

great resources of their country. Applicants for vocational training are given pre-vocational courses in order that they may be conversant with the work and opportunities in the different trades and occupations and competent to decide upon the kind that appeals most to the individual.

Technical, Industrial, and Commercial Education

The 37 technical schools had an enrollment of 21,016 students for the year ended August 31, 1926. Six new industrial schools were opened during the year in various States, with a total enrollment of 1,656 students and 94 teachers. Professionally trained teachers are employed for technical instruction wherever possible, and there is to be opened in 1927 an industrial technical school for the training of elementary-school teachers in modern systems and methods, in order that they may be prepared to impart to their pupils the elements necessary for the development of the resources of the school districts where they are employed.

The 13 leading technical schools, entrance to which is granted on completion of the 6-year elementary course, conferred 46 titles, 140 diplomas, and 582 certificates in 1926 upon graduates with from 1 to 3 years of training. They had no difficulty later in finding employment. There are not sufficient graduates in English shorthand to supply the demand



A playground in Mexico City equipped and donated by Americans

and foreigners are imported to fill the need. An official of an American mining company who employs many Mexicans states that their preparation in arithmetic, penmanship, and drawing compares favorably with that given in the schools of the United States. Six alumni of the

tailed programs, "the gifts of Froebel," and special exercises for education of the senses, have all been suppressed, it being considered that free activity development is aided better by natural than by artificial means.

Thirty-three other public normal schools are maintained by the individual States, 25 States each having at least 1. The Jalisco Normal School and Girls' Preparatory School was founded as early as 1768. With respect to entrance requirements and opportunities for practice teaching the 33 public and 17 private schools are divided into 5 classes. Three accept graduates of the 4-year elementary school; 33 require completion of the 6-year school, and of these 6 make no provision for practice teaching. Four accept graduates of the 6-year primary school, provide practice teaching facilities, and in addition offer a course for kindergartners. Ten require for admission the full completion of a secondary course.

The normal school program generally covers a period of five years. That of the Teachers' Normal School at Saltillo, Coahuila, is a good example.

The academic subjects are mathematics, languages, sciences, etc. Among the skill subjects are manual training, shop work, music, and physical education. The professional subjects include pedagogy, psychology, methods, and school organization.

Program of the normal school at Saltillo

Subject	Hours per week				
	First year	Second year	Third year	Fourth year	Fifth year
Academic.....	20	19	24	18	12
Skill.....	14	14	11	3	17
Professional.....			9	9	
Observation and practice.....					11

Other teacher-training institutions are the regional normal schools which are being established where they can do most for the education and the industrial, social, and economic improvement of the Indian natives. Resident and day students, both boys and girls who are graduates of the 4-year elementary school, are given a course of 2 years, with a school day of 7 hours, a class period of 50 minutes, and a week of $5\frac{1}{2}$ days. Free students are required to teach in the Federal schools for 2 years. The subjects of study are Spanish, arithmetic, geometry, anatomy, physiology, hygiene, geography, history, civics, gymnastics, singing, games, industries and industrial drawing, botany, zoology, mineralogy, theory and practice of education, physics, applied chemistry, theory and practice of education according to the school of action, psychology, and school organization. Three periods a week are given to social reunions. A primary school for practice work, shops, and cultivable ground are attached to each normal school.

Excellent Work in Rural Schools

The teachers prepared in these regional normal schools are employed in the rural, or Indian schools, numbering now 4,506. Local school boards have been organized and are interested and active. The teachers have a four-hour day, and give two additional hours to evening classes to which the boys bring their own par-



State College at Puebla

school for mechanical and electrical engineers were sent to plants in Chicago, Philadelphia, Massachusetts, and Wisconsin and have made excellent records.

Normal Schools

Coeducation is a feature of the National School for Teachers, a well-housed and well-equipped institution formed in 1925 by the fusion of three normal schools of Mexico City. The course of five years has been extended to six, allowing extension in the secondary level of the work in applied psychology, biology, and modern history and geography. In the professional course the students are given practice teaching in the primary schools of the Federal District as well as in the primary school annex.

The course for the preparation of kindergarten teachers has been lengthened to 5 years; 3 years in the secondary program and 2 in the professional. Illness among the pupils in the preschool section of the national school was materially diminished after open-air sessions were begun. De-



Normal school at Saltillo

affin candles, for there is no electric light and kerosene oil is not common. The undersecretary of education reports that he has heard better reading in these isolated rural schools than in some classes of the same grade in the City of Mexico. All the children sing, draw, and paint, and many dance. Basket ball and volley ball, etc., are played at most of the schools.

Fruit Trees and Gardens for Schools

Every school must have a garden, and as many as possible are being provided with fruit trees. There have been imported recently from the United States 45,000 fruit trees, 30,000 white mulberry cuttings, 20,000 scions of other trees for grafting, a multitude of strawberry plants, and 10,000 packages of garden and flower seeds.

The rural school teachers are given additional training by "teaching missions," composed of a chief, an agriculturist, a social worker, and a teacher of physical culture, which hold institutes of four weeks each. These are well attended, and the work of the students of the rural schools is brought to the attention of the whole community. Eighty-five inspector instructors aid and direct the teachers and report to the Federal directors of schools in the individual States.

In its system of rural schools, foreign educators traveling in Mexico see a force identified so closely with the needs and aspirations of the people that it appears destined to transform the rural life of Mexico in a single generation. But the educational problem which this Republic has to face is an exceedingly difficult one.

Official Describes Educational Conditions

Prof. Moisés Sáenz, subsecretary of public education for Mexico, addressing a convention of teachers in Dallas, Tex., summarized it as follows:

You, who are said to be the richest Nation in the world, are aware that the schools require money, and more money, and in spite of the surprising material resources of your country you find yourselves frequently in financial stringencies in face of all that you desire to do in the matter of education. How much more difficult and apparent are the needs of my country where we have not all the resources which you have! We need money. And the lack of men is not less evident and less pressing. You need them and we need them. How many times as administrators have we been in the situation of having a project and also having the money in the treasury with which to execute it, and then we find that we can not work it out or that there is a failure because of the lack of men fit for the task.

Thus, then, we need time, money, and men in order to realize our work, and at times the slowness of the former and the lack of the latter, make us desperate. We are not pessimists, however; we are decidedly optimists. After all, we have ideals and we are occupied in realizing them. But if we are not pessimists, we are filled with anxiety frequently. That which happens in Mexico is that it suffers from the anxiety of ideals which are unrealized. This is, probably, the

Record Card for Baltimore Kindergarten Pupils

A year or a term in the kindergarten gives to each child certain knowledge and achievement which could and should be available to the first-grade teacher when she begins her work with him. For conveying such information a record card has been developed in the Baltimore public schools. Its beginning was in a typewritten sheet devised by Frances M. Berry, kindergarten primary super-

visor, and Isabel Lazarus, primary examiner. This sheet was used for several years. It was simple in form, but unwieldy and easily destroyed. As a record it was not satisfactory. With the assistance of Dr. J. L. Stenquist, head of the department of research, the card shown in reduced form on this page was devised, and it is now in use for the first time. The actual card is 6 inches by 4 inches. It becomes the first card in each pupil's cumulative history in the Baltimore packet.

[Face]

KG. RECORD			
REPORT OF KINDERGARTEN TEACHER			
BALTIMORE PUBLIC SCHOOLS			
Pupils Name _____		School No. _____	
Promoted to 1st Grade _____ 19__		Kg. Teacher's Name _____	
Health:— Good Fair Poor		(underline one)	
Physical Defects:—			
Language - Oral			
Stories		None <input type="checkbox"/>	
Able to retell stories alone		None <input type="checkbox"/>	
check one		1-5 <input type="checkbox"/>	
5-10 <input type="checkbox"/>		Able to retell stories in group	
More <input type="checkbox"/>		check one	
Songs		None <input type="checkbox"/>	
Able to sing songs alone		None <input type="checkbox"/>	
check one		1-5 <input type="checkbox"/>	
5-10 <input type="checkbox"/>		Able to sing songs in group	
More <input type="checkbox"/>		check one	
Rhymes		None <input type="checkbox"/>	
Able to repeat rhymes alone		None <input type="checkbox"/>	
check one		1-5 <input type="checkbox"/>	
5-10 <input type="checkbox"/>		Able to repeat rhymes in group	
More <input type="checkbox"/>		check one	
		5-10 <input type="checkbox"/>	
		More <input type="checkbox"/>	

* This card is to be filled out by Kg. Teacher for every pupil promoted from Kg. to 1st Grade and forwarded to the pupils 1st grade teacher then the principal. When the pupil is promoted to the 2nd grade, mail this card to Supv. of Kindergartens.

[Back]

Conversational Ability	None <input type="checkbox"/>
check one	Little <input type="checkbox"/>
	Average <input type="checkbox"/>
	Great <input type="checkbox"/>
	Unusual <input type="checkbox"/>
Any outstanding special interests?	
Any outstanding special abilities?	
Length of time in Kindergarten	
Term (check below how many) or Weeks (if less than term)	
1.	
2.	
3.	
Remarks:	
Principal's Signature _____	

fundamental explanation, and the most apt, of our revolutions. The same inquietude, however, makes us optimists. I prefer the unquiet dynamism of a boiling caldron to the perfect quietude of a frozen surface. I am glad, then, to see the inquietude among

my people; it is the symptom of a new social conscience in Mexico. I am glad to see them discontented with things as they are, while I also see them trying to do something constructive, positive, in order to save themselves and save the country.

Promotion of Child Health a Vital Parent-Teacher Activity

By MILDRED RUMBOLD WILKINSON

Assistant Manager of Bureau, National Congress of Parents and Teachers

SIXTEEN YEARS ago the Board of Education of Los Angeles had a bungalow built on the grounds of the Children's Hospital. When it was completed it was placed under the control of the Federation of Parents and Teachers of Los Angeles, to be used by them in caring for the needy ill among the school children. This was public recognition of the fact that the parent-teacher associations have the welfare and betterment of all children at heart, and that through them a health campaign could and would be carried into all homes needing help.

As usual, the healing professions—physicians, surgeons, dentists, and the visiting nurses—gave unstintingly of their time and ability. The organizations working for the children were able to start a broadening education of safeguarding the health of the community, showing that preventive measures used in homes and schools were cheaper in time, health, and life, than waiting to call the doctor when he would have something to cure.

Medical Care Given in "Health Centers"

In 1916 Mr. and Mrs. Johnson, of Los Angeles, erected a building on Yale Street and gave it to the Los Angeles Federation of Parents and Teachers. Because the federation was not incorporated the deed was made to the board of education. This building was to be used as a health center so long as it remained under the management of the federation. There are now seven health units and a traveling unit which reaches outlying districts. Hundreds of children and mothers thus receive medical and dental care and are aided in paying hospital expenses when necessary. If parents can not pay, the children receive free treatment. Many parents prefer to pay a small sum for material and they are expected to do so if possible. A steady stream of children is going and coming from 9 a. m. to 4 p. m. Most of them have been examined by the public-school nurses and sent here for treatment. No child is treated without the consent of parent or guardian.

The Parent-Teacher Federation pays for all supplies used, including instruments and machines. The federation is now buying a cardiograph to be used in diagnosing heart troubles. It is expected

to be very effective in preventive work with young children. The Exchange Club donated an automobile to be used in carrying children to and from the health centers, and it is maintained by the federation.

The physicians and surgeons of all schools are appointed by the Parent-Teacher Health Center Board, with the approval of Dr. Sven Lokrantz, director of corrective physical education of the Los Angeles City schools.

Associated with Mrs. A. W. Meek, vice president of the federation and director of its department of health, are Mrs. Katherine De Wald, superintendent, Mrs. Carrie Laux Bryant, welfare worker, and a large staff of physicians, surgeons, and dentists. The object is to help in every way to build up and maintain the health of the children, thus assuring healthier and more forceful citizens in the future.

Lions' Club Gives Assistance

In San Pedro, Calif., the parent-teacher associations maintain a health center. In the dental clinic 817 children were enrolled between September 7, 1926, and January 1, 1927. There were 1,387 dental treatments given. The medical department gave 67 treatments. Nose, throat, and ear department gave 237 treatments and performed 88 tonsil and adenoid operations. In the eye department, 159 refractions were listed and 100 pairs of glasses were furnished, the parent-teacher associations paying for 33 pairs. School nurses gave 132 surgical dressings; 43 cases were sent to physicians' offices; 7 X-radiographs were made without cost to the patients. The Lions' Club helped the parent-teacher associations in this work.

The Kansas City (Mo.) Parent-Teacher Council is cooperating with the social hygiene committee of the Health Conservation Association in promoting a series of lectures by Dr. Edith Hale Swift, of the American Social Hygiene Association, of New York. Lectures are given at various churches in the city so as to enable persons to attend in their own neighborhood. Each course consists of two lectures which are given at 50 cents each to friends and members of the parent-teacher associations and the preschool circles. At the Young Men's Christian Association two courses of lectures were given, afternoon and eve-

ning, on advanced social hygiene work. The charge for four lectures was \$1.

The health department of the Kansas City Parent-Teacher Association cooperates with the schools through nurses and physical directors in health programs. They cooperate with the Consumers' League in securing good milk, with the Health Conservation League, and with the Children's Bureau. The parent-teacher association preschool health work, in cooperation with the Children's Bureau, has been so thoroughly organized and so efficiently handled that the number of helpers has been greatly increased, and a much greater number of mothers have been reached. Principals, teachers, school nurses, and physical directors say that never before have so many children entered school in fine condition.

Joins in Fight Against Diphtheria

The Kansas City Parent-Teacher Association cooperated with the city health department in a fight against diphtheria. Eighteen preparatory talks were given by Doctor Lavan before preschool and parent-teacher associations. He and his associates gave the toxin-antitoxin treatments at school to 4,800 children.

At Washington, D. C., Doctor Grayson and Miss Douglas of the health department, with the cooperation of the parent-teacher associations, principals, and teachers began the Schick test and toxin-antitoxin inoculation on 257 children. Of this number, only 18 were found to be immune. Owing to limited funds, only children of the kindergartens and first three grades could be cared for, although parents of the upper-grade children asked to have their children included. This treatment meant a large saving in money to parents, and the saving to health and life is beyond estimate.

At Ashtabula, Ohio, the parent-teacher associations cooperated in health inspection of school children. Health talks, giving practical suggestions on health, were given to mothers and teachers. These suggestions were followed with such success that none of the school children had measles during an epidemic of the disease.

Examines Every Child in School

The parent-teacher associations of Memphis and Shelby County, Tenn., directed by Dr. C. W. Polk, aided in the physical examination of every child in school. This was completed by January 1.

In Georgia, where the school children have had trouble in getting to clinics, arrangements have been made whereby a parent can take a child to the nearest hospital for treatment and care for two days at greatly reduced rates. Railroads are cooperating by charging but half rates

for the parent and one-fourth fare for the child.

At a recent State board meeting at Jackson, Mich., it was voted that the health department arrange for scholarships to be given to teachers to enable them to attend a university to take courses covering some phase or phases of health education. These scholarships are provided by the local parent-teacher associations. The teachers who receive the

is my hope that the effort now so well established in some communities may be extended to every school district and that the children in the United States may enter school unhampered by physical defects."

The National Congress of Parents and Teachers has adopted May Day as rally day for its health program, and many associations throughout the country, cooperating closely with the American

the parent-teacher associations would find this a very difficult task; but co-operative work knits the community together and all are working for the good of the most important members of society.



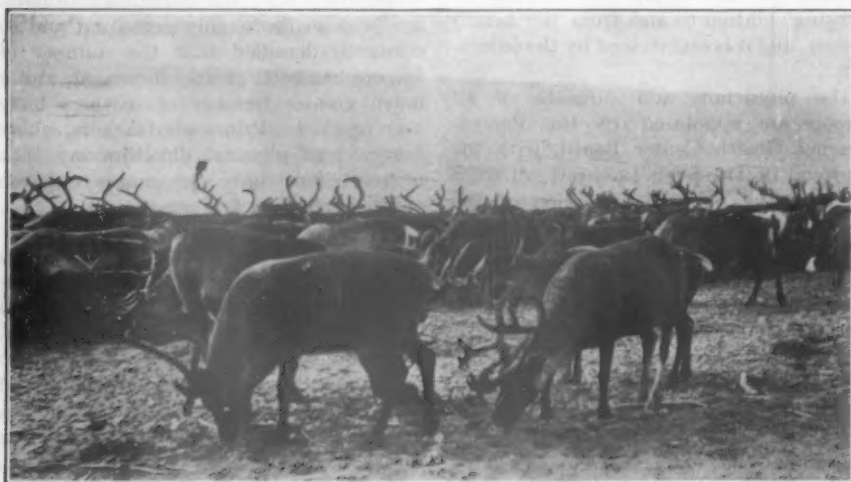
Training in Trades for Detroit Boys and Girls

A year's intensive training in all-day classes in machinists' or auto mechanics' trades in Detroit is available to boys 15 years of age or more who possess the mechanical and mental ability to become skilled mechanics. Courses of study and hours are planned to meet State and Federal requirements, and upon completion of the courses certificates are granted and the boys are placed as apprentices. During the past school year 85 boys qualified for certificates.

All-day trade classes, training for life work in the home or industry, have been arranged for girls who are deemed by counselors and principals better fitted for instruction of this character than for regular work in grade schools. Dress-making and millinery, preparatory to apprenticeship, cafeteria work, and home making are taught. Academic work fitted to the girls' needs and abilities is given, and is closely related to laboratory courses. The prescribed work was completed in 1925-26 by 196 girls, who were granted certificates.



Compensation to a member of a town school committee is not authorized by the laws of the State of Connecticut, and payments by town officers purporting to be made for such service are invalid. This is the substance of a recent decision by the supreme court of that State.



Reindeer intended for slaughter are inspected by Government officers

scholarships are selected by a wisely chosen committee. A number of teachers take summer courses at the universities, and the local parent-teacher associations feel that a fifty dollar or a hundred dollar scholarship, given to some of them is a very good investment, since they render valuable aid in safeguarding the children's health. Any local Michigan parent-teacher association interested in this project is advised to correspond with Prof. N. Sinai, extension division of the University of Michigan, Ann Arbor.

Correct Remediable Defects Before School Entrance

In June, 1924, the National Congress of Parents and Teachers started a health drive called "the summer round-up." This was an effort to see that all children about to enter school were inspected, as one would inspect a very delicate piece of machinery, so that when they entered school in September all remediable defects might have been corrected. This drive has been conducted each year since that time. Primarily the child benefits by this care but the benefits extend to the home, school, and community. In many families children too young to go to school were carefully examined at the same time. Often only a trained professional eye is able to see a defect in a child, even in families where every care is given. Doctor Tigert's statement on the "Summer round-up" in the May, 1926, issue of the Child Welfare Magazine was: "It

Child Health Association, 379 Seventh Avenue, New York City, aided by its helpful material, are putting on special May Day health programs.

By January 15, 1927, 28 States had appointed chairmen for the summer round-up. School boards, through principals and teachers, give every possible aid. The past three years have shown that normally healthy children entering school are not so likely to be repeaters and will more easily conform to the rules of the schoolroom and the playground.

Were it not for the aid of boards of health, physicians, dentists, and nurses



The reindeer readily draws 150 pounds over rough surfaces

Alaskan Reindeer Meat Widely Used as Food in Northwest

Service of Dasher, Dancer, Prancer, and Vixen No Longer Confined to the Night Before Christmas. They Have Become Prosaic Materials for Human Sustenance and a Source of Winter Clothing

REINDEER meat from Alaska is regularly sold in the markets of the Northwest. A single dealer in Seattle who handles reindeer meat exclusively sold 1,129 reindeer to the retail trade during 1926. Not only is the meat sold as steaks, roasts, and chops, but it is made into sausage, bologna, "pudding," and all the combinations in which we are accustomed to see beef and veal. The "stand" of this dealer is shown in the illustration on this page. The price tags in the picture show that chops are sold at 35 cents a pound, roasts at 20 cents, steaks at 25 cents, and other cuts in proportion.

From 1918 to 1925, inclusive, 1,875,000 pounds of reindeer meat were shipped out of Alaska, a large part of it by an incorporated company whose headquarters are at Nome. This company owns more than 50,000 reindeer. It has constructed several refrigerating plants within Seward Peninsula and it operates cold storage barges along the coast. In the northern portions of the Territory nature provides the best possible storage facilities, for the ground is frozen solid to great depths, and even in summer the ice is within a few inches of the surface.

Bureau's Officers Aid Eskimo Owners

About two-thirds of the half million reindeer in Alaska are the property of native Eskimo. The Bureau of Education aids them in disposing of their meat and each year the *Bozer*, the bureau's vessel, carries from the coast villages of Northern Alaska to Seattle a limited number of carcasses of reindeer which are sold for the Eskimo owners through the Seattle office of the Bureau of Education.

The reindeer industry is already one of the great assets of Alaska and it is growing apace, for the average gross increase of the herds is between 33 and 45 per cent. The wisdom and foresight of William T. Harris, commissioner of education; Sheldon Jackson, agent of education in Alaska; and M. A. Healy, captain of the revenue cutter *Bear*, have been abundantly justified. They were the men primarily responsible for it all.

It began in the summer of 1890. Doctor Jackson visited the native villages of Bering Sea and the Arctic Ocean as a passenger of the *Bear*. On the Alaskan side the natives were in a pitiful condition because of the uncertainty of the catch of

whales, seals, and walrus, upon which they were obliged to depend for food and clothing. On the Siberian side the people were prosperous in the possession of large herds of reindeer. The solution of the problem was plain to both Doctor Jackson and Captain Healy. The Alaskans should have reindeer. When Doctor Jackson returned to Washington he found cordial sympathy for the plan in Doctor Harris, and steps were taken at once to begin the work of transforming the Eskimo of Alaska from a race of migratory hunters and fishermen into a pastoral people.

Native Herders Instructed by Lapps

Small sums of money were raised first from private sources and later by congressional appropriation, and between 1892 and 1902 the *Bear* and the *Thetis* brought from Siberia to Alaska 1,280 reindeer. "Stations" were established

at convenient points and Lapps were employed to instruct native herders, each of whom received a few reindeer after a term of apprenticeship. In this way the industry was established. It extends now through the entire coastal area from Point Barrow to Mount McKinley, and to the Aleutian Islands.

The reindeer are not only a reliable source of food and clothing, but they are excellent draft animals for use with sleds over rough frozen surfaces.



Scholarship Fund for Public School Pupils

As a memorial to pupils in city schools of Rochester, N. Y., who gave their lives in the World War, a scholarship fund has been established. Funds will be administered under supervision of the city board of education, and disbursed on order of a board of directors composed of teachers in the schools and others interested in the work. The purpose is to aid promising pupils in city schools who are struggling under financial difficulties. Assistance will be available in sums of \$1 to \$6 per month to pupils in the grades, in junior or senior high school, or in the city normal school, who possess good mental and moral qualifications.



This dealer in Seattle sells reindeer meat exclusively

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE
INTERIOR, BUREAU OF EDUCATION

Editor - - - - - JAMES C. BOYKIN

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APRIL, 1927

Salt Lake City's Significant Experiment

CONFIDENCE may well be expressed in the success of the new plan of organization of the Salt Lake City schools, described in another column of this issue.

Under the new plan six years are assigned to the elementary school, three years to the junior high school, and two years to the senior high school. Although this arrangement appears merely to take a year from the top, in reality the essential change is in what was formerly the higher elementary grades. The work of the seventh school year, now incorporated in the junior high school, has been materially strengthened and the eighth year is utilized wholly for high-school work. No loss whatever is anticipated in the efficiency of the high-school teaching, for no reduction is made in its content or in the time to be given to it.

Stress is laid upon the work of the kindergartens. Their number is increased, and it is plain that the school officers expect the mental power gained in them to carry over into the school work of later years. If this expectation is not realized, then the question may properly be raised as to the worth of the kindergarten.

Tests administered during the survey of education in Utah made during 1926 under the direction of the Commissioner of Education indicated that the instruction in Salt Lake City is good and that the pupil material is of high quality. It appears, therefore, that the experiment for saving a year in sending pupils to college or into industrial life is made under favorable conditions. Every indication is that it will succeed. It is no more than others have done before.

The step is of unusual significance for it is the first instance of actual reduction from 12 to 11 years in the course of study of any large city. Similar reduction was made in the schools of the School of Education of the University of Chicago, with entire success.

In Kansas City, Mo., and in most of the cities of the South the length of the course has never been more than 11 years. Repeated and thorough investigations in

Kansas City have proved to the complete satisfaction of the school officers concerned that their students are prepared for higher study or for life equally as well as students of 12-year courses, that the saving of a year is of great importance to the children, and that material difference appears in the total expenditure per child.

For a generation the need of reduction in school time has been urged by educational leaders, from Charles W. Eliot to Charles H. Judd. Perhaps the action in Salt Lake City is an indication that the arguments of the elder statesmen are at last having effect.



Let Us Profit by Australian Experience

ADVOCATES of direct maintenance of rural schools by State authority frequently cite the Australian States as examples of efficient practice. The article in this number on rural education in Victoria, which came to us through the Department of State, conveys an excellent idea of the operation of the plan there.

Many, perhaps, will feel a shock of astonishment and even resentment at the suggestion of a State officer going into a local community to build and equip a schoolhouse, employ a teacher, and maintain a school. Yet precisely that is done habitually and as a matter of course in the States of Australia. The system works well there and it is recognized as the only way in which efficient schools can be maintained in the sparsely settled districts.

It is reported that the people take commendable interest in the schools and cooperate actively with the teachers through organizations comparable with our own parent-teacher associations. These organizations raise funds for improving playgrounds, supplying pianos, pictures, and books, and in general contribute to the efficiency of the schools and to the happiness of the children. It is clear that community spirit does not wane merely because the details of school management are not handled by local trustees.

The essential fact, however, is that in every particular which can be controlled by careful planning the rural schools are equal to the schools of the towns. The terms are of the same length, the equipment is of as good quality, and the teachers have equal academic and professional preparation and in addition they are especially trained for rural work. They are State employees and are assigned at the discretion of the Ministry of Education. They are not permitted to leave a post until they have served in it for two years.

Perhaps absolute equality of opportunity can never be attained. Much depends upon numbers, and in many parts of the country it is out of the question to bring together enough children to organize instruction in the most effective manner. But so far as it is humanly possible equality should be reached in the operation of the Australian system; that system should have careful consideration by Americans.

To urge its immediate adoption in full in this country would scarcely be the part of statesmanship—not because the change would involve any insuperable difficulty but because the habits of thought of our people have long run in a different groove. Time will be required to get them out of it.

We might have much that is good in the Australian system without radical changes in our own practices. It is not necessary for us to have State officers to determine where new schools are needed, nor State builders to construct schoolhouses, nor an organized body of State teachers, nor State inspectors to oversee the work of every individual instructor. All this would be implied if we mean to do things exactly as our antipodean kinsmen do them. We must trust local effort for such matters.

The recommendations made in the report of the survey of education in Utah (Bureau of Education Bulletin 1926, No. 12, Ch. XI) were reasonable and practical, and enough for a beginning. They involved payment by the State of all expenses of operation and maintenance in a minimum program, leaving the costs of capital outlay and debt service to be handled by local initiative. If this much were generally adopted, we may be certain that the passage of time would show whether further centralization of control in the hands of State officers is wise and expedient.

It is well for us to realize that in some respects others do things better than we do, and we should cultivate the willingness to profit by examples of excellence wherever they be found.

Professors for Chile Engaged in Europe

At the request of the rector of the University of Chile, the Minister of Foreign Affairs of Chile has addressed communications to the Chilean ministers in Paris and Berlin with regard to the engagement for service in the Pedagogical Institute of professors in French, botany, mathematics, pedagogy, and sciences. The rector is stated to have stipulated that the first-named should be engaged in France and the rest in Germany.—C. Van H. Engert, American Chargé d'Affaires a. i.

Impressions of the Dallas Meeting Department of Superintendence

By KATHERINE M. COOK

Chief Rural Education Division, Bureau of Education

IT WAS decidedly a Condon meeting and a Condon program—"the lengthened shadow of a man" With the possible exception of Superintendent William McAndrew, probably no other president has so distinctively stamped his own personality on the program of a department meeting. Doctor Condon is known as a man of ideals and sentiment. The program was a reflection of these qualities: "Character is higher than intellect"; "The best defense of free American institutions is the hearts of the American people themselves"; "The ideals of a nation must be born in the hearts of the youth of today."

Professionalism tempered with the spirit of idealism, reverence, and patriotism was apparent in the arrangement of the program, the selection of the subjects and in the addresses of a large number, at least, of the speakers. Doctor Condon's ideal of an address is one not read from manuscript. He himself set the example of speaking—not reading—and asked others to follow it. The result was that the reading of addresses, though not entirely abandoned, was distinctly less common than usual. This in itself was no easy accomplishment, for the speakers have long been accustomed to prepare their addresses in advance; abstracts of them have been distributed to newspapermen at the meetings, and the full text has usually been published in the general proceedings of the Department of Superintendence.

Attractive Exhibits Played Conspicuous Part

The Dallas meeting will be remembered as one in which the exhibits played an unwonted part, even aside from the unique setting. Located close to the general auditorium, ample in space, attractive in display, and in scope exceeding that of any recent memory, the hall of exhibits was a mecca to which all visitors turned and lingered. The arrangement was under the immediate direction of Director of Art William H. Vogel, of Cincinnati, and was designed to attain an effect both artistic and educational. The technical exhibits included contributions from 200 firms and organizations, according to announcements, and was the most comprehensive display of school material and school activities ever arranged by the National Education Association. The school arts exhibit,

also under the immediate direction of Mr. Vogel, was a splendid demonstration in which the schools of 59 cities in 30 States were represented. The architectural exhibit, located in the lounge, showed some of the finest school buildings in the country; the display of school-room interiors arranged by Superintendent H. B. Wilson, of Berkeley, Calif., designed to show modern ideas in classroom arrangement and grouping as well as in equipment, were other features of the exhibit.

Music a Feature of General Programs

The musical programs were among the most delightful features of the general sessions, reaching a culmination of interest in the Wednesday evening program and of artistry in that of Thursday evening. Wednesday night 600 colored students from the Booker T. Washington High School, directed by Portia Washington Pittman, daughter of Booker T. Washington, entertained the great audience with a program of Negro spirituals. At the close of the program, at the suggestion of the president, the director and the chorus led the audience in singing "Old Black Joe" and a few other favorites.

Thursday night the whole program was devoted to music. The single address "Music and the Sacred Seven" was delivered by Superintendent Webster, of Minneapolis. The main part of the program was music offered by the National High School Orchestra, a group of 260 high-school students from 36 States, welded into a symphony orchestra, a distinct Condonesque touch. A cantata, Rip Van Winkle, from the Washington Irving legend, was given by a chorus of 800 children from the fifth, sixth, and seventh grades of the Dallas schools, assisted by the orchestra. Beside the music furnished by the orchestra itself, solos by selected players and a harp ensemble of eight girl harpists furnished music for several sessions. Joseph Maddy, supervisor of music, Ann Arbor, Mich., conducted the orchestra.

A handsomely bound copy of the program, prepared by the students of the Dallas schools was presented to Doctor Condon. A watch chain made up of 48 links, one from each State association affiliated with the National Education Association, was presented by Mrs. Cora Wilson Stewart to Dr. A. E. Winship.

The handsome programs for the vesper service were embossed, printed, and bound by pupils of the Printing Trades School, of Cincinnati, and an unusually artistic "Collection of Hymns for the Dallas Meeting," printed for the occasion by the Department of Superintendence, was distributed in the usual membership envelope.

The meeting of the National Society for the Study of Education and later its joint meeting with the Department of Superintendence for the discussion of fundamental problems of the junior high school curriculum; the Thursday afternoon meeting featured by addresses by Dr. Henry Turner Bailey and Francis G. Blair, president of the National Education Association; the Tuesday morning program devoted to educational ideals and their achievement; and the Monday night program devoted to international good will and understanding were among the general sessions which proved particularly attractive judging by the unusually large audiences. Among the subjects of special interest in the discussion groups were "Recent developments in preschool and parental education," "Creative education," "Evaluation of crippled children," and "Educational value of the radio."

Citizens Showed Interest in Guests' Comfort

But the meeting was also a Dallas meeting. Its splendid auditorium, its exhibit hall, its Fair Park as a setting for general meetings, its two headquarters hotels of unexpected excellence, capacity, and service, its cordial hospitality, even its 57 varieties of weather impressed the visitors happily. There is a certain charm of intimacy in the evident interest of citizens in the comfort and pleasure of their guests at a convention, which only a small city can impart. This charm was very evident in Dallas. The western and southern States were particularly well represented. The Dallas public schools were in evidence as visiting places and as hosts. "Convention News," four pages of interesting information about Texas, was prepared and circulated by the pupils of the Dallas high schools. Texas, the State of six flags, has amplitude and history. We learned much about both. On the whole, it was a splendid meeting. "So, at the week's end," to quote President Condon, "may we go back home to help the teachers to teach the things that make for noble character, and fine citizenship."

Homesteads have been acquired by 12 of the 14 senior-class pupils in the Isabela (P. I.) Provincial High School at Cabagan. The boys will become farmers upon graduation from the school, and some of them have already fenced in their homestead land.

Successful Governmental Experiment in Correspondence Instruction

Problem of Educating Reserve Officers Met by Providing Theoretical Instruction by Correspondence and Active Duty Training in Summer Camps. Plan Adopted with Trepidation, But It Has Been Successful

By CLARENCE H. DANIELSON

Major, Adjutant General's Department, United States Army

NORMALLY, the appeal made by correspondence courses is similar to that made by residence courses—the desire to fit one's self better to cope with life. Correspondence courses appeal to the desire to increase one's earning capacity and to broaden one's knowledge of the cultural things of life.

It may appear that a system based on other principles is doomed to failure. But the courses of the system with which this article deals, the Army correspondence courses, cover, for the most part, subjects which can scarcely be said to increase one's earning capacity, or to broaden one's knowledge of the cultural things of life, or to lead to a degree. The basis and purpose of the Army correspondence courses are unique in the field of correspondence instruction. The work is planned to serve a specific purpose and a very limited group of students. The Army conducts its correspondence courses primarily to assist in educating one group of its own personnel—the reserve officers—to understand and to perform their duties as parts of the military organization. The fact that the Army correspondence work is intended to promote the usefulness to the Army of Army personnel sets the project apart from the work of the usual correspondence school.

Officers Feel Need of Instruction

The adoption of the correspondence method of instruction by the Army was due to the growth of the Organized Reserves and to the need for providing a means of instruction for the commissioned personnel of this important component of the United States Army. It should not be inferred that the need for instruction and the method of providing it were presented at the same time, or that they met by happy chance. Far from it. The need for a means of providing theoretical instruction for reserve officers was apparent shortly after the conclusion of the World War. The emergency officers who made up the Officers' Reserve Corps, for the most part, were busy relocating themselves in civilian life and had little time for keeping abreast of military developments. Soon, however, the period of readjustment had safely passed. It was then that the desire for military education came to the fore in the mind of the re-

serve officer. He had taken stock of his knowledge of things military and discovered to his surprise that the march of time had left him far behind.

The problem of educating the reserve officer presented many factors that could not be fitted into the regular educational system of the Army. Lack of facilities alone would have prevented it. But there were two other factors which made necessary some other method, even had facilities been available. The reserve officer is a civilian first of all and his primary interest will always center on the pursuit of his profession. Further, the cost to the Government which would result if the many thousands of reserve officers were to pursue residence courses at the Army service schools prohibits such a plan. These factors seemed to indicate that systematic and reasonably thorough military education of the reserve officer was difficult if not actually impossible of attainment. Continued study of this problem was made not only by the War Department, but by the reserve officers themselves.

Correspondence Method Result of Careful Study

In the fall of 1921, a serious attempt was made to sell the idea of correspondence instruction for reserve officers to the War Department. The desire of the Army to be successful in all things it undertakes subjected the proposal to that close scrutiny which should attend upon proper conservatism. It was after considerable study and with trepidation that the War Department adopted correspondence instruction as a means of furthering the military education of reserve officers.

As the Army correspondence course project was undertaken by the War Department with the view to providing instruction for reserve officers in the theoretical elements of military essentials, it was necessary carefully to analyze the entire range of military tactics and technique prior to selecting the subjects or parts of subjects for inclusion in the courses. The difficulties incident to a problem of this kind were increased by the fact that in many military subjects the theoretical and practical elements are not clearly divided. By carefully analyzing such subjects, it has been possible to include in the present courses parts of

many subjects which a cursory examination would have indicated could not be taught by the correspondence method of instruction. This selection of the theoretical elements of certain subjects for presentation through the medium of correspondence instruction and the providing of other means of instruction for the practical elements of such subjects further sets the Army correspondence project apart from the usual correspondence school.

Each Unit Requires 20 Hours of Study

The subjects selected for the various branches were divided into courses appropriate to the grade and duties of the reserve officers for whom they were intended and the courses in turn were divided into subcourses or units of study requiring, on the average, 20 hours of study. The subcourses were then arranged in the courses in such manner that the student was enabled to become familiar with the principles of a subject before taking up their application. Further, this arrangement made possible the grouping of related subjects under a common heading to a degree impossible by any other plan. The breaking up of each course into a number of short subcourses, each of which constitutes a brief course in one subject or in related subjects suitable to the grade for which it is intended, proved practicable and especially adaptable in furthering the military education of reserve officers.

The subcourses are divided into lesson assignments the exercises or questions of which are so designed as to compel the student to apply to specific and detailed situations or problems, the principle or principles covered by the lessons.

The benefit reserve officers derive from the correspondence work is most evident in connection with the active-duty training which they are expected to receive every third year in summer camps. In case the reserve officer has pursued the correspondence course appropriate to his grade and branch the full time of his active-duty period can be devoted to the practical elements of the subjects under consideration. The theoretical knowledge gained from the study of the courses makes it possible to accomplish much more practical work in a given period.

Correspondence Courses for Theory Only

The War Department has never entertained the idea that officers could be made by correspondence study alone. It does expect the courses to familiarize the student officer with the theory of his branch and to give him much information upon which to build the practical elements of military subjects.

The growth and accomplishment of correspondence instruction in the Army has been most gratifying. Starting with

courses for the reserve officers of four branches during the period January to June, 1922, the program has been expanded until it now includes courses for practically all branches of the military service. Sixteen branches offer courses totaling 424 subcourses or units of study, as compared with the 4 branches and approximately 30 subcourses first offered. Enrollment in the correspondence work has grown from 6,091 students during the 1921-22 school year to 29,594 students on December 31, 1926. Students completed 15,972 subcourses, totaling 320,255 hours of work during the 1925-26 school year, while in the preceding year there were but 7,079 subcourses completed. Available figures indicate that the current school year will show a corresponding increase in the number of subcourses completed.

The Army correspondence work is the most complete and searching equivalent in the instruction of reserve officers that the War Department can devise as a substitute for the work of the Army schools.

Result of War on Saxon School Enrollment

In 1914, the number of public schools in Saxony was about 1,900, with a total of 805,000 pupils; in 1922, the total number of public schools in Saxony was 2,197, with a total of 720,174 pupils (355,901 male and 364,273 female). The number of pupils decreased steadily after the war and reached its lowest number of 504,000 in 1925-26. In 1921-22 it was 716,000. According to the Saxon census of 1925, it will increase by 10,000 in 1926 and again by 10,000 in 1927. In view of present and anticipated birth figures it is expected that in 1935, the total number of pupils of the Saxon public schools will amount to 81 per cent of the 1921-22 total (716,000), i. e. 579,960.—A. T. Haeblerle, *American Consul, Dresden.*

Teachers Elect Members of School Board

According to a bill prepared by the Czechoslovakian Government, a central educational council will be constituted to administer the public elementary and urban, or grammar, schools of Prague. The primator, or chief alderman, of the city, will be chairman of the council. Of the 15 members, 5 will be representatives of the teachers and 10 will include representatives of citizens, and the chief central educational officers of the city.—Emanuel V. Lippert.

A Year of School Life Saved to Children of Salt Lake City

Public Schools Now Organized on 6-3-2 Plan. Expected that All Essentials of Subject Matter will be Thoroughly Mastered with Shorter Course. No Curtailment of High-School Program

[Portions of annual report of George N. Child, superintendent of city schools, Salt Lake City, Utah, 1924-25]

THE SCHOOL SYSTEM of Salt Lake City has, for the past several years, been gradually evolving from the old, well-established plan of 8 years in the elementary school and 4 years in the high school, to an organization known generally as the 6-3-3 plan, composed of an elementary school of 6 years, a junior high school of 3 years, and a senior high school of 3 years. As this movement has progressed and school organizations and curricula have been studied in different parts of the country we are convinced that at least one year of time in the school life of the child from kindergarten to graduation from high school should and can be eliminated with the majority. And so, at the present time, our plan of organization calls first for a year in the kindergarten, composed of children who are five years of age, to be followed by six years in the elementary school, three years in the junior high school and two years in the senior high school.

When this plan is completely in operation, the large majority of our young people should graduate from high school in 12 years from the time they enter kindergarten, and thus be ready for college or for practical life at 17 or 18 years of age. We are convinced that all the essentials of the subject matter now taught in the longer course can be as thoroughly mastered with the shorter course and that much dawdling can be prevented as well as loss of time from giving attention to irrelevant or useless subject matter.

If this change could be considered as an innovation among the public school systems of America we should have considerable hesitation about putting it into operation even though we are thoroughly convinced of its advisability and practicability. It is not, however, without precedent. Indeed, some of the best school systems in the country have operated under the 11-year plan above kindergarten with success both from the standpoint of educational results and of financial economy.

[Portions of annual report of George A. Eaton, assistant superintendent of city schools, Salt Lake City, Utah, 1924-25]

We had been lock stepping with the 8-4 plan, so far as time and subject matter were concerned, ever since our schools

started. With the advent of the junior high school organization this was changed to a 6-3-3 plan with gratifying results educationally. Our experience under this system has pointed the way to still further improvement, by means of which the average pupil may complete his public-school course in 11 years, instead of 12 years as at present. In Salt Lake City we are situated more advantageously to bring about this reorganization than are many places where the experiment has already been successfully worked out.

The plan would not involve a curtailment of the content of the present high-school curriculum, or even of the time allotted to strictly high-school subjects, which would be four years as heretofore. It would mean, however, that the year of the present eighth grade would be utilized wholly for high-school work where formerly but a portion of the time was so used. For this reason the work of the seventh grade should be strengthened in the direction of providing an intensive final drill in the fundamentals as preparation for entering upon the high-school course.

Revision of the content of the seventh grade and strengthening the eighth grade by the inclusion of such high-school work as can profitably be undertaken at this time are the only necessary steps so far as curriculum is concerned. As to teaching personnel, it would imply that all teachers above the seventh grade should have the scholastic qualification and professional training of the high-school teacher. This latter condition is, with few exceptions, realized in our teaching force at the present time.

An examination of the scholastic records of our graduates for several years shows that a small number did actually complete the course one year earlier than the regular time, while a large number might have done so had they wished, since they had an adequate excess of credits and this, too, without any readjustment of the course of study. Moreover, these students always stand highest in their work and furnish the material which the colleges are seeking.

This plan means a saving of time and money for the pupil and his parents. In community expense it would result in the saving of a whole school year, at an age when per capita cost of instruction is highest.

Need of Uniformity in Certification of High-School Teachers

Reciprocity in Validating Certificates is Seriously Hindered by Wide Variation Between the States. At Least 125 Forms of Authority for Secondary-School Teaching. Differences are of Substance as Well as of Terminology. Problems Should be Attacked by a National Committee. Reasonable Similarity of Practice Might be Attained

By E. J. ASHBAUGH

Assistant Director, Bureau of Educational Research, Ohio State University

THE THEORY back of the certification of teachers is that some responsible individual or body should pass upon the qualifications of each candidate for a teaching position, in order to guarantee that the children shall have a properly qualified instructor. At first certification was in the hands of a representative of the local community, since it was largely a self-protective measure utilized on the initiative of the local group rather than required by the State. Gradually the certifying function was assumed or given to the larger unit, passing from the local district to the county and from the county to the State as the responsibility of the State was more fully recognized.

Certificate Should Insure Proper Qualification

It would seem that since the purpose of certification is to guarantee properly qualified teachers the conditions of certification should be rather uniform throughout the country as a whole. It is somewhat difficult to see why the children in one community or one State should have a teacher whose certification requires radically different training or scholarship from that required for the teacher of the children of another State. Practice, however, seems to conform not so much to the theory as to expediency. As teachers' certification has become a matter of State law, the lawmakers in the different States have been governed more by fear that the certification requirements would result in an insufficient number of teachers than by a clearly defined consideration of the essential requirements necessary to give each child a competent instructor.

Realizing that the condition of teachers' certification was not uniform among all the States, the school codes and the regulations regarding certification issued by the State departments of public instruction were secured from each of the 48 States, and an analysis made of certain factors which affect the entrance of teachers into the secondary field. Due to the fact that the wording of both the laws and regula-

tions was not always clear-cut on these particular points, it is possible that errors have crept in. It is believed, however, that the general situation herein presented portrays rather accurately the conditions which prevail.

Who issues certificates.—Originally certificates were issued by local authorities, and later this power became the function of larger units. It is of interest to note, however, that all States have not progressed to the same point, if the movement of certification from local unit to State unit is progress. In 21 States the certificates for teachers in secondary schools are issued by the State alone; in 14 by the State and the county; in 3 by the State, county, and city boards of education; in 1 by the State and the teachers' colleges; in 1 by State, county, and teachers' college; in 1 by county authorities alone. In 2 States the certificates are issued by the bureau of examiners and the State department. Whether this bureau is a city or county body is not evident from the data at hand. In 5 States it is not clear from either the code or the regulations of the State department in whose hands the certification of teachers rests.

May Teach at 16 in One State

Minimum age.—The minimum age at which one may secure a certificate for teaching in the secondary schools of the State is also a matter of variation. Thirty-one States specify 18 years; 3, 17; 1 each, 16, 19, and 20. Eleven States reveal neither in the code nor the regulations received from the State department any minimum age for securing such a certificate.

Procedure.—There are two general procedures by which one may secure a teaching certificate. The first is examination, and the second by the completion of a specified amount of training. Seventeen States indicate that the lowest grade of high-school certificate is secured on examination. Six of these indicate the grade which must be made in order to secure this certificate. These vary from an average of 65 and not below 60 in 1

State to a minimum of 85 with no average specified in another. Evidently it is much easier to secure a certificate on examination in some States than in others. An additional variation exists among those States which certify teachers by examination. Five of the 17 make no specification beyond the minimum grade made on the examination itself. Three others require teaching experience of 12 months, 17 months, and 3 years, respectively, as an additional requirement for the certificate. One specifies high-school graduation, while 7 others require college or normal-school work of varying amounts. One State requires 35 months' experience and 2 years college work as a prerequisite for the examination, though there is nothing to indicate whether or not any of this college work must be of a professional nature.

Variation in Required Professional Training

The other method of securing a certificate is on the basis of training. Thirty-one States make provision for this method of certifying its secondary-school teachers. Twelve require the completion of a 4-year college course; five 3 to 3½ years; thirteen 2 to 2½ years; and one 1 year, though this year must be professional. A majority of these States specify not only the number of years of college work, but a definite amount of this work which must be in educational or professional subjects. The amount of this professional work definitely specified varies from 3 semester hours to as much as 20 semester hours. That one State should consider 3 semester hours of professional training sufficient in the collegiate work to merit a secondary-school certificate while another State requires 20 semester hours, indicates clearly that in all cases the value of professional training is not the first consideration in setting up the requirements for the teaching certification.

Kinds of certificate.—The greatest variation, however, is in the names of the certificates which enable one to teach in the secondary schools. If one counts all the different certificates listed by all the State codes and department regulations

for all grades of school service, kindergarten to superintendency, counting as duplicates only those which have identical nomenclature, a total of nearly 600 certificates will be found. If one counts in the same manner the certificates which are clearly specified to be for secondary teachers, without attempting to group those which mean the same thing but have different terminology, we find 121. Classifying these, however, as best one may from the documentary evidence itself, the following divisions may be noted: Separate certificates for white and colored teachers; permanent and temporary certificates; professional and nonprofessional certificates; special certificates for individual subjects and general certificates which cover all subjects; certificates issued by city, county, and State boards and by training institutions; certificates valid for 1, 2, 3, 4, 5, 6 years, and for life; permits and temporary certificates valid until the next regular examination; certificates of various grades usually designated as first, second, and third grade, or class A, B, and C, premised upon meeting certain varying qualifications, or valid for different periods of time.

Little Reciprocity in Validating Certificates

A listing of a few of the specific names may assist the reader in appreciating the lack of uniformity which exists. Grade A secondary professional; Grade A secondary; service; limited; special; special uniform; special high-school first grade; nonprofessional permanent secondary; professional temporary secondary; permanent special; professional; original local; partial secondary; first grade academic; high-school first class two-year; standard two-year advanced; standard life advanced. Certainly those who must validate certificates from one unit to another, whether these units be counties within the same State or different States, must have serious difficulty in finding among the certificates granted in their own units the equivalent of those brought from other units. It is doubtless because of this fact that there is so little reciprocity among States in validating certificates of those who move from one State to another.

Cooperation of State Authorities is Urged

It is easily seen that educational conditions due to a great many factors are different in the different States. Doubtless the best standards which are maintained in certain States could not become effective at once in other States. On the other hand, it is hard to see why the extreme variation which now exists in this important matter is necessary. Would it not be feasible for a national committee to work out a uniform certification law which would make possible an

easy evaluation of a certificate gained in one State and presented in another? The minimum standards in various States need not be the same under such a scheme, but the same terminology should mean the same wherever it is used. The grades required for passing examinations and the amount of professional training required for certificates which carry the same prerogatives should and could be made uniform. The material presented in this article is offered with the hope that it may provoke some action toward the elimination of useless terms and variation.



Vocational Agriculture is Directly Profitable

Full-time schools in Virginia conducting work in vocational agriculture have steadily increased in number from 18 in 1917-18 to 106 in 1925-26. During the same period enrollment increased from 229 pupils to 3,702. Total profits derived from students' work expanded from \$19,676 in 1918-19 to \$203,894 in 1925-26. During the latter year, profits from students' supervised farm projects exceeded by \$74,519 salaries paid teachers from State and local funds, according to announcement of the Virginia State Board of Education.



To Prepare Teachers of Handicapped Children

A training school for teachers of handicapped children will be maintained by the Board of Education of Marion, Ill., in cooperation with the Southern Illinois State Teachers College, if the plans recently announced by Superintendent C. W. Conrad are carried out.

It is expected that Mrs. Elizabeth Baird Kuhn, supervisor in the Marion public schools, will be critic teacher for the new school, and that credit will be given by the college for practice teaching in the Marion school for handicapped children.



Will Summarize Home Economics Progress

The American Home Economics Association will hold its twentieth annual meeting at Asheville, N. C., June 21 to 24, 1927, with the Battery Park Hotel as headquarters. An unusual feature of the program will be the opening "annual progress meeting" at which representatives of the various sections of the association (such as food and nutrition, textiles and clothing, and homemaking) will give brief summaries of the year's scientific progress in their respective subjects.

Government Officials Attend Pan-Pacific Conference

Plans have been practically completed for the Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation, and a party of Government officers led by Secretary Hubert Work, of the Interior Department, have gone to Hawaii to participate in the sessions of this international gathering.

Congress authorized and requested the President to call the conference, placing the responsibility of organizing and conducting it on the Interior Department. The meetings will be held during the week of April 11 to April 16 at Honolulu.

"The purpose of this conference," said Secretary Work in discussing his trip, "is to further the exchange of views on education, rehabilitation, reclamation, and recreation. Our Government has taken the lead in inviting countries bordering on or having territories in the Pacific Ocean, including other interested nations, to discuss these common problems."

"Assimilation of Pacific peoples has been going on for more than a century. The assembling of their representatives in a conference of this character will provide an excellent medium for facilitating their progress and for the propagation of knowledge among them. It will make clear to our Pacific neighbors that the United States is interested in cooperating in the advancement of peaceful arts and pursuits with them."

In addition to Secretary Work, the heads of several bureaus of the Interior Department and representatives of other Departments of the Government whose work is related to the questions under discussion, will attend the conference. These include Dr. Elwood Mead, Commissioner of Reclamation; Stephen T. Mather, Director of the National Park Service; Dr. John J. Tigert, Commissioner of Education; Dr. Hugh S. Cumming, Director of the Public Health Service; Dr. J. C. Wright, Director of the Federal Board for Vocational Education; and Nils A. Olsen, Acting Chief, Bureau of Agricultural Economics, Department of Agriculture. About 50 delegates from States and various national organizations, colleges, and universities will complete the representation from the United States.



State participation in the cost of public education varies from 76.1 per cent in Delaware to 1.6 per cent in Kansas, as shown by Bulletin No. 22, 1926, published by the Bureau of Education, Interior Department. For the United States as a whole approximately three-fourths of the total cost is borne by local school units.

Using Children's Initiative to Strengthen Desirable Habits

By HELEN M. SHAVER

Cleveland Heights, Ohio; Formerly Second Grade Teacher, Duluth, Minn.

INSPIRATION for systematic development of good habit formation came from the study of the Horace Mann report card. There seemed to be a need for keeping such records in an informally organized classroom where a social environment lends itself to the establishment of a democracy.

It has been possible to use children's initiative in formulating definitions of the very habits and qualities we wished to strengthen. Other ways of utilizing children's initiative to strengthen desirable habits have been developing throughout the year. One important point has been the need to make immediate use of the child's contribution.

Response

The "prompt response" card seemed a good place to begin. First a card was made with each child's name printed along the side. A printed explanation of what "response" meant was pasted in the corner of the chart and frequently read to the children. We discussed its meaning fully. One day a child suggested that the explanation be made larger and placed where the children could read it for themselves. This resulted in the following chart, printed with the printing press:

RESPONDS PROMPTLY

Does not procrastinate
Comes to school on time
Hands work in on time
Responds instantly to signals
Passes and collects materials promptly
Puts work away quickly
Puts on and removes wraps quickly.

Courtesy

The courtesy card was started in the same way—projected by the teacher but accepted by the children. We often read its explanatory paragraph but it was summed up by the children in these words, "Thoughtfulness—doing kind things to help," so we printed this interpretation as our heading and pasted beside it the items in full clipped from the Horace Mann record card.

Perseverance

One day Gunda had a big struggle. She was sewing an apron and went too far ahead without asking for help, so she had to rip much that she had done.

COURTESY

Thoughtfulness

Doing kind things to help

James is courteous

Allows older persons or pupils in front of him to pass through doorway first

Opens door for others

Offers book to a guest

Picks up something dropped by another

Waits quietly in turn for some privilege, as sharpening a pencil, etc.

Is pleasant in greeting, and uses a person's name when addressing him

Avoids abruptness of speech, as "sure," "yep," "say"

Laughs or talks quietly, that he may not disturb others

Is quiet and mannerly at lunch

Is attentive when some one else is talking, whether it be another pupil, a teacher, a visitor, or a speaker in a public place

Is reverent in attitude during prayer

She was tempted to be discouraged but Maurine came to her rescue and said, "Don't you care, Gunda. If at first you don't succeed, try, try again." Gunda laughed and went back to her work. When she had successfully finished her apron, we voted to give her a star—and so the perseverance card was started.

PERSEVERANCE

If at first you don't succeed
Try, try again

Prompt response, courtesy, and perseverance were the only qualities recorded that semester. Then a new group came into the room with the others. Of this group two children had especially disagreeable habits. Other children began to be affected by them and some action was necessary. The mothers of both children assured me of their appreciation and cooperation with any help we might give. These habits, though not entirely overcome, have been greatly helped.

We often talked of self-control. One day a small boy asked, "Just what does self-control mean?" So we talked it over again. "If a man jumped in the lake, would that be self-control?" he asked. I replied that a man who had learned self-control would not do such a thing. Finally the group figured out that to have self-control one needed to do good clear thinking. With us it began by taking care of our fingers, lips, and hands. So a new card was started:

SELF-CONTROL

Good, Clear Thinking
Fingers Lips Hands

Neatness

Next came the neatness card. Rellis had been kept in a flannel suit all winter, and as spring came on he looked dirty and hot. Asked if he would see whether his mother had a wash blouse he could



The children check their own habit records

wear, he soon appeared wearing one but minus a necktie. He said he had none. We talked about how neat boys looked with neckties. The children suggested, "Why don't we have a neatness card? We'll get neckties for Rellis." They did. Three ties came that afternoon and the card was started. We have had to check him but once since—for dirty hands. We extended the neatness from ourselves to our papers, our desks, our room in general. Great pride is taken in this, and they insist on being checked sometimes several times in one day.

NEATNESS

Exactness Accuracy
Self Work Desks Room

Being Strict

One day Kurt announced that he thought we'd all do better if I were more strict. We agreed to try it for a while. For the rest of the day I was very stern about everything, especially with Kurt—but with a smile, so that the other children would know it was "playing strict." At

the end of the day we talked of different kinds of rooms and all voted for our own kind. Then we discussed what "being strict" meant and decided if you are strict with yourself you need no one else to be strict with you. That if one really tried to do his best each day that was doing a great deal.

So the card was made and we became very particular about taking care of ourselves. This has probably been the most popular chart. We check up the last thing each day. One day an interruption occurred and the children went home without checking up. They were so disappointed, we had to make up for it on the following day. John said, "There, I've had a bad mark for two days, and I would have had a star yesterday, but you didn't check us up." I would not neglect it again under any circumstances. This is the only card that is regularly checked once a day. The others are used spontaneously as certain situations arise. On every other card they check themselves as the breaking of a rule occurs.

BEING STRICT WITH YOURSELF To-day I Have Tried to Do My Very Best

Initiative

One day a group was learning a new singing game. After they were well started, I wished to go back and help the other children. "Who has enough initiative to keep the music going? Let's see!"—thus starting them off. They grasped the idea at once and when they came in for reports I asked Stella, the dancing teacher, which of the children showed good initiative. She told who had been most helpful to her. The same question was asked the following day, and we talked of initiative in other directions. Soon some one announced, "Then initiative means getting things going." We quickly started another card.

We have tried to establish a right relationship with all the supervisors and we know in which direction each one is helpful. I had previously talked of the



Informal classroom organization opens the way for developing social habits



Initiative in choosing the work materials for to-morrow

supervisor who had started our informal work. This day Kurt suddenly stood—though no mention had been made of Miss Davis—and said, “Miss Davis ought to have a star in initiative because she started the morning hour.” I felt sure then that he had gotten the right idea. He wrote her a little note and gave her the star.

INITIATIVE
Getting Things Going
Ideas

Obedience

Suddenly the thought of obedience began to be discussed among the children. It was never clear just how it started but Kurt, with Arnold and Richard to help him, looked up the word “obedience” in the dictionary, printed it and started a record card. They wrote all the children’s names, used their morning hour for several days and then had to paste the papers on a larger card than at first prepared and print again “obedience.” This time they printed “Obedience means to mind.” Questioned about what they were to mind, the answer was “The teacher.” “Only the teacher?” I asked. “Oh, no, everybody,” they re-

plied. So I questioned further. “Everybody? Suppose someone told you to do something that was wrong?” Virginia answered, “You have to learn to know what’s right and what’s wrong.” “Then what is it we should mind?” I asked. Maurine answered, “The rules.” Roberta replied, “The rule of right.” So we are working daily with Kurt’s Obedience card.

OBEDIENCE
To Mind the Rule of Right

To me these little charts indicate law. They maintain order—anything other than checking up is very exceptional. It makes the daily work much easier and more interesting and I trust a lasting impression, a regard for the rights of others, is being made which will help them in their future experiences.

Yesterday I said to the children, “Do you ever get tired of being checked up?” The entire response was a most emphatic “No.” “But think of the extra work it makes us,” I continued, and the reply was “Oh, yes, but we like it.” The children do like it, which is an essential factor in all worthwhile activities.

Teachers Give Scholarship to Fellow Teachers

A scholarship fund, established by the Indianapolis (Ind.) Grade Teachers’ Association, is maintained from unexpended membership dues. To be eligible for the scholarship a member must have taught five years in public schools of the city, and during that time must have accumulated

12 semester hours of college credit. A teacher who has been the recipient of either of two scholarships awarded under the management of the school board for work of special merit is not eligible. The beneficiary of the association scholarship agrees to continue in the service of the Indianapolis public schools for at least two years, or to refund the amount accepted. The value of the scholarship for the summer of 1926 was \$200.

Supreme Court Annuls Hawaiian Statutes

“Foreign language schools” may not be restricted and regulated by public officers of Hawaii as provided by acts of the Hawaiian Legislature passed in 1923 and 1925. The Supreme Court of the United States has decided that those acts are unconstitutional.

The schools in question are maintained by oriental inhabitants of Hawaii to preserve the knowledge of their native tongues in their children. The schools are usually in the vicinity of the public schools and the children who attend the language schools also attend the public schools as required by law. No part of the cost of the foreign language schools is paid from public funds. Nine of them are conducted in the Korean language, 7 in Chinese, and 147 in Japanese.

The annulled laws required that no such school should be conducted without a written permit from the Department of Public Instruction, issued upon the payment of a fee of \$1 for each pupil in average attendance. Teachers were required to be possessed of the ideals of democracy, knowledge of American history and institutions, and ability to read, write, and speak the English language. Restrictions were also imposed upon the time of attendance of pupils, and upon the courses of study and text-books.

In its decision the court held “that the school act and the measures adopted thereunder go far beyond mere regulation of privately supported schools where children obtain instruction deemed valuable by their parents and which is not obviously in conflict with any public interest. They give affirmative direction concerning the intimate and essential details of such schools, intrust their control to public officers, and deny both owners and patrons reasonable choice and discretion in respect of teachers, curriculum, and text-books. Enforcement of the act probably would destroy most, if not all, of them; and certainly, it would deprive parents of fair opportunity to procure for their children instruction which they think important and we can not say is harmful. The Japanese parent has the right to direct the education of his own child without unreasonable restrictions; the Constitution protects him as well as those who speak another tongue.”



Thirty schools in Baltimore have orchestras which play for assemblies, parent-teacher associations, and other meetings.

The National Committee on Research in Secondary Education

By EUSTACE E. WINDES
Secretary of the Committee

THE NATIONAL COMMITTEE on Research in Secondary Education met in executive session in the Van Winkle Book Auditorium, Dallas, Tex., on March 1. Those present were E. J. Ashbaugh, W. H. Bristow, Francis M. Crowley, J. B. Edmonson, Ralph E. Files, Leonard V. Koos, J. K. Norton, Wm. M. Proctor, W. R. Smitley, Wm. H. Wetzel, E. E. Windes, W. B. Bliss, Emery N. Ferriss, James M. Glass, W. C. Reavis, and Joseph Roemer; R. N. Dempster was represented by R. L. Brewer, of Southern Methodist University, Dallas, and A. J. Jones was represented by E. D. Grizzell, of the University of Pennsylvania.

The meeting concerned itself with a stocktaking of the situation in which the committee finds itself with reference to the status of the several researches under way, the needs and resources of the committee, and the possibilities of being of service to research workers in secondary education, considering the available research agencies.

An inventory of accomplishments by the committee showed the completion of undertakings as follows:

1. A bibliography of research in secondary education covering the period 1920-1925, published as bulletin 1926, No. 2, by the United States Bureau of Education.
2. A bibliography of current research studies for the school year 1925-26, prepared by the research division of the National Education Association and issued as a mimeographed circular by the United States Bureau of Education.
3. An outline of methods of research, with suggestions for high school principals and teachers, prepared by a committee consisting of P. W. L. Cox, Joseph G. Masters, John K. Norton, Ralph W. Pringle, Arthur J. Jones, chairman, and issued as bulletin 1926, No. 24, of the United States Bureau of Education.
4. A study of senior high school promotion plans by J. F. Montague. This study was made as a doctor's dissertation, University of Missouri, school of education, and sponsored by the National Committee on Research in Secondary Education. It has been accepted for publication in abridged form as a bulletin of the United States Bureau of Education.
5. A survey of the attitudes of colleges and universities toward basing college entrance requirements on the last three years of senior high school work, made at the suggestion of the committee by Arthur J. Klein, Chief, Division of Higher Education, United States Bureau of Education.
6. Miscellaneous articles and reviews published through *SCHOOL LIFE*.

Researches under way and being actively developed by the committee were reported as follows:

1. A study of the junior high school in rural and small school communities by the committee on rural and small high schools has proceeded to the point where statistical data on 135 junior high schools in school

communities of less than 2,500 total population have been collected and tabulated. These data cover organization and administration, supervision, extra-curricula activities, provisions for individual differences, guidance, the program of studies and buildings. Additional material on State policies concerned with junior high schools and the legal status of junior high schools has been prepared by W. B. Bliss, of the Ohio State Department of Education, and Dr. J. B. Sears, of Stanford University.

Due to the impossibility of doing field work which was proposed as a supplement to questionnaire data, this study has been delayed, but through the cooperation of several State departments the way has been opened for securing the additional data needed and the study will be brought to completion within the present year.

2. A study of the American schoolmaster is under way by the committee on personnel problems, E. J. Ashbaugh, chairman. This study is being developed by the bureau of educational research of the Ohio State University.

3. A study of the relation between college admission requirements and efforts at revision of the high-school curriculum is under way by Wm. M. Proctor as chairman of a subcommittee of the committee on large and urban high schools. A preliminary study has been made on the basis of material available through Stanford University and the general plans for extending the study to the proportions of a national survey have been made.

4. A study of the comparative reliability of various standard tests or combinations of tests as an index of pupil ability is under way by Wm. C. Reavis, also, as chairman of a subcommittee of the committee on large and urban high schools. Considerable data have been collected from cooperating school systems and a preliminary report was made at the Dallas meeting.

5. A second bibliography of current research undertakings for the year 1926-27 has been compiled by John K. Norton, of the National Education Association, and is in process of preparation for publication in mimeographed form through the United States Bureau of Education.

6. A second bibliography of researches completed during the year 1926 is nearing completion and will be published as a bulletin of the United States Bureau of Education supplementary to Bulletin 1926, No. 2.

7. A comprehensive survey of the high schools of the Southern Association of Colleges and Secondary Schools, by Joseph Roemer, has proceeded to the point where statistical data have been assembled and tabulation has begun. The study will be completed in June, 1927.

At the open meeting of the committee at Dallas on March 2, Dr. Charles H. Judd addressed the meeting on the relation of research to administration. Digressing from his address, Doctor Judd stressed the opportunity which the National Committee on Research had because of its relation to the United States Bureau of Education, to bring about a needed coordination between education and the Federal Government and to stimulate the interest of the National Government in research. Doctor Judd pointed out the happy relationship which exists between industry and the Federal Government in the field of research, mentioning the work of the Bureau of Standards of the Department

of Commerce in solving the technical problems of industry. Doctor Judd expressed the hope that through the National Committee on Research in Secondary Education some such relationship could be established with the Federal Government as exists between the Government and the National Research Council.

Mr. F. L. Bacon addressed the meeting, outlining the organization of the new department of high-school principals of the National Education Association. Mr. Bacon invited the National Committee on Research in Secondary Education to present to the directors of the new department such proposals looking toward affiliation of the committee with the department as might seem fitting to the committee. Mr. Bacon also recognized the opportunity that exists through the committee of bringing about coordinate development of research activities in the United States Bureau of Education and nongovernmental agencies engaging in research in secondary education. The present general officers of the committee were reelected to office for the coming year.

State School Trains City Industrial Teachers

To facilitate the training of teachers in industrial arts for the Baltimore schools, the city school system has established cooperative relations with the Maryland State Normal School at Towson, just outside of Baltimore. The faculty of the State normal school will offer theoretical courses to be given at the State normal school, and the shop courses will be conducted in certain high schools of Baltimore under direction of the city supervisor of manual arts.

School for Training Professional Gardeners

A professional school for gardeners has been opened in the former Castle Eberhard near Bratislava, Czechoslovakia. The course of study covers a year and includes the culture of flowers, vegetables, fruits, and vines. Students must be indentured gardeners. Castle Eberhard has great parks, gardens, greenhouses, vineyards, and orchards.—Emanuel V. Lippert.

Instead of the usual county institute in West Chester, Pa., extension classes will be held in psychology of the adolescent child and in nature study. Undergraduate credit will be allowed.

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education

BLANTON, SMILEY, and BLANTON, MARGARET GRAY. Child guidance. New York, London, The Century co. [1927] xviii, 301 p. 8°.

This volume has been produced to meet a need which the authors find to exist, namely, that while many books treat the problem child, and many describe the possibilities of the normal child, the single phase in which the normal child is the problem—in that each individual child must somehow be led to realize his greatest potentialities—has not been adequately covered. These pages aim to impart a knowledge of the present philosophy of child behavior, and also definite correlation of this philosophy with the practical details of child-training. The work is based on practical experience with children from the great mid-ground called normal.

BODE, BOYD H. Modern educational theories. New York, The Macmillan company, 1927. xiv, 351 p. 12°. (The modern teachers' series, ed. by William C. Bagley.)

In recent years, the progress of the scientific movement in education has brought out numerous facts and apparent facts which, in their demand for a satisfactory interpretation, suggest strongly the need of a new statement of basic principles. This call to service places educational theory to-day in a position of real leadership. According to Dr. Bagley in the introduction to this volume, scores of well-trained men and women are now seeking and finding a career in this particular field of advanced study and research. The critique of current educational theories, coupled with constructive suggestions, presented by Prof. Bode in this book is therefore timely. He discusses the American tradition of democracy, and the bearings of democracy on education, culture, and the curriculum. He views democracy as a process of continuous readjustment in the direction of a more extensive mutual recognition of interests. Education, according to the author, can not be divorced from social theory. There are only two alternatives in education—the individual must either be fitted to become a cog in the social mechanism, or else must be educated according to some notion of changing this mechanism—and true democracy demands the second plan.

COLLINGS, ELLSWORTH. School supervision in theory and practice. New York, Thomas Y. Crowell company [1927] xvi, 368 p. charts, forms. 8°.

Lines for the improvement of supervised teaching are presented in this book. The plan here advocated has been experimentally tested over a period of years at the University of Oklahoma, and has also been put into practice in several city schools. The author has found that the teacher left unaided and drawing continually on his or her own reservoir of ideals, may become stale. Teachers are constantly in need of an intelligent helper, a sympathetic friend, and a wise guide. The supervisor performs such a service, and is herself similarly in need of intelligent help and wise direction, since her work interlocks with that of the authorities above her.

COOK, WILLIAM A. Federal and State school administration. New York, Thomas Y. Crowell company [1927] xvi, 373 p. 8°.

After a short introductory presentation of the school as an institution, the author gives a brief historical survey of the development of public responsibility for education in the United States. This is followed by a description of Federal activity on behalf of education from the beginning. Pro-

posals for further educational activity by the Federal Government, such as the Curtis-Reed bill, are examined. The activities of State and local educational authorities are next discussed, and attention is given to methods and problems of financial support. The book closes with an outline of the general and special divisions of the present school system.

COX, PHILIP W. L. Creative school control. Philadelphia, London [etc.] J. B. Lippincott company [1927] ix, 320 p. 12°. (Lippincott's educational guides, ed. by William F. Russell.)

For this study the school is conceived as a laboratory, wherein youth may develop skill in cooperation so that not merely a selected group, but each member of the community, will accept the responsibility for social control. It is expected also that the true citizen will seize every opportunity to act vigorously when his special ability is needed. The author aims to present a clear and consistent philosophy of social education and individual self-expression for boys and girls through participation in the life of the school and its community, making no distinction in value between curricular and extra-curricular activities.

DOERMANN, HENRY J. The orientation of college freshmen. Introduction by John M. Brewer. Baltimore, The Williams & Wilkins company, 1926. 162 p. tables, diagrs. 8°.

Comprehensive educational guidance as an organized endeavor of the college is dealt with in this volume. It first presents an analysis of the problem of freshman orientation, then a description of significant methods of solution of the problem, and finally outlines a comprehensive personnel or guidance program and the means whereby that program is to be made effective. The study is confined to the liberal college, but many of the principles and practices suggested are capable of application in the technical and professional school.

HOLLEY, CHARLES ELMER. The practical teacher; a handbook of teaching devices. New York, The Century co. [1927] xvi, 306 p. 8°. (The Century education series.)

Following a conspectus of the teacher's job, this book presents a summary and general comments on teaching devices under each of the following headings: Teaching pupils to study, capacity work, interest or motivation, concreteness in the classroom, organization of knowledge, appreciation in the classroom, drill work, improving the pupil's English, individual differences, social and moral aspects of classroom work, recreation and rest. This is said to be a new form of construction for a teachers' manual. The final chapter deals with measuring the results of teaching.

JUDD, CHARLES HUBBARD. Psychological analysis of the fundamentals of arithmetic. Chicago, Ill., The University of Chicago [1927] x, 121 p. illus., tables. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, no. 32, February, 1927.)

The investigations reported in this monograph deal with the mental processes of adults and children when they are counting or making the simpler number combinations. The final chapter of the book

has a double purpose. It is intended to serve as a summary of the investigations reported in the preceding pages, and is at the same time an attempt to formulate a psychology of the fundamentals of arithmetic in such a way that it can be accepted as a basis for methods of teaching.

MOEHLMAN, ARTHUR B. Public school finance; a discussion of the general principles underlying the organization and administration of the finance activity in public education, together with a practical technique. Chicago, New York, Rand McNally & company [1927] xviii, 508 p. tables, diagrs., forms. 8°.

In view of the pressing difficulties incident to the present financial situation, the author points out the economic factors involved and presents a study of school finance which is free from theoretical accounting and excessive detail. The book recognizes the impossibility of discussing the financial phases of the school apart from the educational policy involved. Thus the legislative, the executive, and the appraisal functions are included.

Rand McNally & company have also recently published a book by the same author entitled Public school relations; a discussion of the principles underlying informational service in the public schools, and a technique for practical use.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. The twenty-sixth yearbook. Part I, Curriculum-making: Past and present. Part II, The foundations of curriculum-making. Bloomington, Ill., Public school publishing company, 1926. 2v. tables. 8°.

This yearbook was discussed at the Dallas meeting of the society, February 26 and March 1, 1927. Part I undertakes a description and critical synthesis of curriculum-making, past and present, in American schools and colleges. Part II presents a joint platform for curriculum construction—a general statement of the foundational principles upon which the society's committee on curriculum-making desires to see the next steps taken in the reconstruction of the school curriculum.

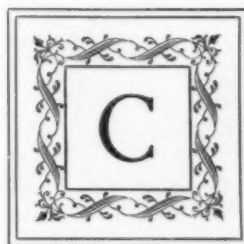
SMITH, HOMER J. Industrial education; administration and supervision. New York and London, The Century co. [1927] xx, 334 p. diagrs. 8°. (The Century vocational series, ed. by Charles A. Prosser.)

Supervisors and administrators of industrial education will find many of their problems handled in this study, which is based on an investigation of the policies, practices, and methods employed by those who now are engaged in this work in the United States. The data were collected mainly through questionnaires answered by 134 officials in 120 cities, and State and Federal agencies of industrial education were also considered. The present usage is so described as to indicate along what lines future progress may best be made.

WEBSTER, EDWARD HARLAN and SMITH, DORA V. Teaching English in the junior high school. Yonkers-on-Hudson, N. Y., World book company, 1927. xi, 404 p. 8°.

The basic contribution of this book to the solution of the problems of English teaching lies in its exposition of the use of the group method for all phases of language instruction. The old-time lesson, begun, developed, and reviewed in a single recitation period, has given place to the unit of work, which may be executed in a single recitation period, but which more often covers a series of related lessons. Units of work fall naturally in two classes, which the authors have characterized as intensive and extensive projects.

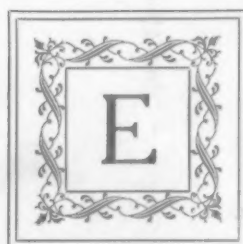
Discuss Contemporary Issues Courageously and Frankly



COLLEGE TEACHING should be objective, dispassionate, thorough, exacting; but it should also be stimulating and courageous and unequivocal in the way it deals with problems of immediate concern. Academic dust is not a necessary element in the atmosphere of the college classroom. Perhaps the major part of college work must be directed toward timeless and fundamental questions, which are controversial only among those who are seeking ultimate truth. It would be absurd to force into a consideration of the nature of matter any contemporary issue irrelevant to the subject under discussion. But there are college courses in plenty wherein contemporary issues are by no means beside the point, wherein if the instructor fails to declare himself upon them, however modestly, however dispassionately, he has really failed. Perhaps the only sure way of making college instruction frank and timely in this proper sense is to get men of force as college instructors. And that leads back again to the ever-present problem of the status of the college teacher and, among other things, his pay. The outcomes of college courses depend partly on the incomes of college teachers. In a large sense the university must grapple with the world, to interpret its meaning and rectify its confusion; and for that we must give to the finest minds the best preparation, full security, and ample leisure for wide contacts.

—*Harvard Alumni Bulletin.*

Civilization Has Become a Matter of Applied Science



EACH OF THESE SCIENCES—physics, chemistry, biology, and, necessarily, mathematics—represents a field of powerful inherent interest. They need therefore to be intensively cultivated because of their intellectual appeal. There is nothing finer than the search for knowledge, as such; and no further argument need be adduced in support of the endeavor to develop the pure sciences. None the less, two potent additional reasons may be cited. In the first place, the scientific spirit, characterized by the objective and disinterested search for facts, is gradually invading other fields—industry, politics, and law. The more solid and adequate the basic sciences become, the greater authority will scientific method win in realms not yet subdued; the more completely the world of physical, chemical, and biological phenomena can be described and accounted for, the more prestige does the scientific attitude acquire as respects other fields. Again, whether we will or no, civilization has become increasingly a matter of applied science. To be sure, science can be and is misapplied, but this is not to be laid at the door of science. Health, transportation, food, education—these are realms of activity that can not be properly managed until more is known. The increase of knowledge upon which human welfare depends comes largely from the laboratories dealing in the most fundamental fashion with the physical and biological sciences.

—Report of the General Education Board.